

**TOPIC:                    PROPOSED REVISIONS TO POLICY I, W:   POLICY AND  
PROCEDURES FOR AUTHORIZATION OF A STATE  
INSTITUTION OF HIGHER EDUCATION TO PROVIDE  
SUPPLEMENTAL ACADEMIC INSTRUCTION**

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**I.        SUMMARY**

This is a discussion of proposed revisions to Commission Policy I, W: Policy and Procedures for Authorization of A State Institution of Higher Education to Provide Supplemental Academic Instruction.

**II.       BACKGROUND**

The main purpose for this revision was to remove the regulatory burden of institutions seeking Commission reauthorization of their SAI programs every three years and to replace it with an “outcomes-based” stipulation that if three consecutive years of data show the SAI program to be unsuccessful at increasing student success then the Commission may require the institution to revise its SAI program. Staff also took this opportunity to clarify the policy based on feedback from the institutions. Though the “track changes” make the Word document look like many changes were made, the only revision that substantively changes the original policy is the elimination of the three year reauthorization requirement. All other changes are non-substantive, do not change practice, and clarify parts of the policy about which the department received frequent requests for clarification from the institutions. This is normal with any new policy and shows staff’s commitment to reducing regulation and supporting the institutions. The Department staff has worked on this draft policy with the institutions, including representatives on Academic Council and the original task force that created the policy. A final, revised draft was sent out for comments October 14, 2014.

**III.      STAFF ANALYSIS**

The following changes are proposed:

1. Title. The name of the policy was simplified.
2. Section 1.00 Introduction. The role of SAI was clarified.
3. Section 2.00 Goals. The goals section was moved from Section 4.00 to follow and further explain the information in the Introduction.
4. Section 3.00 Definitions. The statutory definitions were used, where applicable, and clarification was added. Anything in quotation marks is quoted directly from statute. Definitions for credit-bearing versus non-credit-bearing SAI were combined and clarified.

5. Section 4.00 Statutory Authority. Corrections were made and unnecessary language was deleted.
6. Section 5.00 Roles and Responsibilities. Unnecessary language was deleted and clarifications were added.
7. Section 5.01.06. The requirements that institutions must meet when submitting a proposal to offer SAI were clarified.
8. Section 5.03.05. The requirement that the Commission reauthorize each institution's SAI program every three years was eliminated.
9. Section 5.03.03. This section was revised to state that the Commission may require an institution to revise its SAI program if three consecutive years of data shows the program to be unsuccessful at improving student outcomes. This eliminates an "inputs-based" regulatory burden (the three-year reauthorization requirement) and replaces it with an "outcomes-based" stipulation.

A copy of the revised policy showing track changes can be found in Appendix A. A "clean" copy with track changes accepted is in Appendix B. The proposed, revised policy is in line with statute and other Commission policies. It has been vetted with department staff, representatives of Academic Council and the original task force that created the policy.

#### **IV. STAFF RECOMMENDATIONS**

**This item/report is a discussion/information item only; no formal action is required by the Commission.**

##### **STATUTORY AUTHORITY**

C.R.S. § 23-1-113(1.5). Commission directive - admission standards for baccalaureate and graduate institutions of higher education - policy – definitions

(a) (I) The commission shall establish and the governing boards shall implement a policy pursuant to [section 23-1-113.3](#) to identify matriculated students who need basic skills courses in English and mathematics and standards and procedures whereby state institutions of higher education may offer basic skills courses as provided in [section 23-1-113.3](#). The commission, in consultation with the governing boards, shall ensure that the policy aligns with the admission policy adopted pursuant to subsection (1) of this section. In identifying the standards for basic skills, the commission may differentiate requirements for mathematics based on the prerequisite skills needed for required courses within a student's declared program of study.

(II) As part of the policy established pursuant to this paragraph (a), the commission may authorize a state institution of higher education to provide supplemental academic instruction even though the institution is not authorized to provide basic skills courses pursuant to [section 23-1-113.3](#). The institution may receive stipend payments from the state pursuant to [section 23-18-202](#) on behalf of an eligible undergraduate student, as defined in [section 23-18-102 \(5\)](#), who is enrolled in a college-level course that includes supplemental academic instruction.

(b) Each governing board shall adopt policies and procedures that are aligned with the policy established by the commission pursuant to paragraph (a) of this subsection (1.5) and that ensure that, to the extent required by the commission policy, each matriculated student takes or has taken basic skills placement or assessment tests in English and mathematics. The institution that enrolls the student shall select which tests to use from among those that meet the standards established in the commission policy and shall administer the tests. The commission, in consultation with the governing boards, shall ensure the comparability of the placement or assessment tests for the purpose of providing consistent reporting data as such data are required by [section 23-1-113.3](#) (4).

(c) Students identified by institutions as needing basic skills courses based on their test scores shall complete the appropriate basic skills courses by the time the student completes thirty college-level credit hours. The commission, in consultation with the governing boards, shall ensure that each student identified as needing basic skills courses receives written notification identifying which state institutions offer basic skills courses and the approximate cost and relative availability of the basic skills courses, including any on-line courses.

#### **APPENDICES:**

Appendix A: (with track changes) Proposed Revisions to CCHE Policy I, V: Policy and Procedures for Authorization of A State Institution of Higher Education to Provide Supplemental Academic Instruction

Appendix B: (track changes accepted) Proposed Revisions to CCHE Policy I, V: Policy and Procedures for Authorization of A State Institution of Higher Education to Provide Supplemental Academic Instruction

Appendix A: (with track changes)

Proposed Revisions to CCHE Policy I, V: Policy and Procedures for Authorization of A State Institution of Higher Education to Provide Supplemental Academic Instruction

SECTION I

PART W ~~POLICY AND PROCEDURES FOR AUTHORIZATION OF A STATE INSTITUTION OF HIGHER EDUCATION TO PROVIDE~~ SUPPLEMENTAL ACADEMIC INSTRUCTION

**1.00 Introduction**

~~Pursuant to §23-1-113(1.5), C.R.S., the Commission may authorize a state institution of higher education to provide Supplemental Academic Instruction (SAI) to students with limited academic deficiencies and to receive Colorado Opportunity Fund (COF) stipend payments even though the institution is not authorized to provide basic skills courses. Institutions use the cut scores on national assessments, agreed to in Commission Policy I, E: Statewide Remedial Education Policy, to determine if a student is ready for college-level, credit-bearing coursework in English and mathematics. Prior to HB12-1155 being enacted into law, a student admitted into a four-year institution who scored below these cut scores was typically required to enroll in a community college for non-credit-bearing remedial (basic skills) coursework. SAI, however, allows many of these students to stay at their home institution and enroll directly into credit-bearing English and mathematics general education coursework offered co-requisitely with SAI, thus enabling them to finish college faster and with fewer obstacles. Furthermore, the credit-bearing English and mathematics courses taught co-requisitely with SAI are required to be gtPathways approved, thus ensuring transferability. Pursuant to C.R.S. 23-1-113(1.5), the Commission may authorize state-supported institutions of higher education in Colorado to offer Supplemental Academic Instruction, as defined in sections 2.06 and 2.07 herein. Prior to HB12-1155, the Colorado Commission on Higher Education (Commission) was only authorized to administer the Admission Standards Policy (section I, part E) and the Remedial Education Policy (section I, part F). As a result, Commission policy was not able to address the inconsistencies between the two. This Supplemental Academic Instruction (SAI) policy is designed to provide state institutions of higher education with flexibility from certain aspects of the CCHE's Remedial Education Policy and offer support to students with limited academic deficiency (as defined in section 2.03). The intent of this policy is to expand opportunities for academic progress to students with limited academic deficiencies. This policy enables such students to immediately enter into credit-bearing courses provided that the student is also enrolled in SAI attached to that course. Authorized SAI options offered for credit will be eligible to receive Colorado Opportunity Fund (COF) stipend payments from the state, pursuant to the C.R.S. §23-1-113(1.5)(a)(II)23-1-113-3, C.R.S. This policy is subject to modification based on the revision of the statewide Remedial Education Policy and Admission Standards Policy that are anticipated to be considered by the Commission on or before December 2013.~~

**2.00 Goals**

The goals of the Commission's Supplemental Academic Instruction policy include:

2.01 Establishing clear guidelines for institutions to gain authorization to provide SAI;

2.02 Aligning SAI procedures with the Commission's Admission Standards and Remedial Education Policies and the Graduation Guidelines established by the State Board of Education;

2.03 Requiring outcomes-based data and analysis of SAI effectiveness at each authorized institution; and

2.04 Developing awareness and establishing best practices for SAI.

### **23.00 Definitions**

~~2.01 Academic skills courses means courses that teach the basic academic skills necessary to succeed at a postsecondary institution.~~

~~32.012~~ **Basic skills courses** means courses that are prerequisites to the level of work expected at a postsecondary institution and include academic skills courses and preparatory courses”- [§23-1-113(11)(b), C.R.S.]. Historically, these courses were referred to as “remedial courses” and are now commonly referred to as “developmental education courses.” These courses are also numbered lower than 100 or 1000 (e.g., 092 or 094).

~~32.032~~ **Limited academic deficiency** refers to the ~~reading, writing~~English and/or mathematics skills levels of a student who has been admitted to an institution, but has failed to meet the minimum threshold placement score for college--level coursework as determined by ~~the~~ Commission Policy I, E: Statewide Remedial Education Policy. The range of placement scores that define limited academic deficiency may differ according to each institution's statutory role and mission.

~~32.034~~ **National assessment test scores** include, but are not limited to, ACT ~~test scores~~ and SAT test scores”- [§23-1-113.2(11)(c), C.R.S.]. For the purpose of this SAI policy, this institutions shall choose a primary assessment from the list of national assessment tests in Commission Policy I, E: Statewide Remedial Education Policy shall serve as the primary assessment.

~~2.05 Preparatory courses means courses designed for students who demonstrate a deficient skill level in the general competencies necessary to succeed in credit bearing college level coursework, specifically in English and mathematics.~~

~~32.046~~ **Credit-Bearing “Supplemental Academic Instruction** means co-requisite instruction in writing [English] or mathematics for students with limited academic deficiencies who are placed into college-level course work [numbered 100 or 1000 or higher] that is approved for statewide transfer [i.e., gtPathways] pursuant to section 23-1-125(3). ‘Supplemental academic instruction’ does not include prerequisite basic skills courses” [§23-1-113(11)(e), C.R.S.] ~~credit-bearing co-requisite instruction in English or~~

~~mathematics for students with limited academic deficiencies (as defined in section 2.03) that accompany credit-bearing college-level, general education English and/or mathematics courses approved for statewide transfer pursuant to C.R.S. 23-1-125(3). SAI does not include basic skills courses, as defined in C.R.S. 23-1-113(1.5). SAI courses may be credit-bearing and eligible to receive Colorado Opportunity Fund (COF) stipend payments, pursuant to §23-1-113(1.5)(a)(II), C.R.S., or noncredit-bearing, in which case, shall not be eligible for COF stipend payments, pursuant to §23-18-102(11) and §23-18-201(1), C.R.S. Institutions shall will determine if SAI credits will be considered applied towards a degree requirements. Authorized institutions will be eligible to receive Colorado Opportunity Fund (COF) stipend payments from the state, pursuant to the C.R.S. 23-1-113.3.~~

~~2.07 Noncredit-Bearing Supplemental Academic Instruction means noncredit-bearing co-requisite instruction in English or mathematics for students with limited academic deficiencies (as defined in section 2.03) that accompany credit-bearing college-level, general education English and/or mathematics courses approved for statewide transfer pursuant to C.R.S. 23-1-125(3). SAI does not include basic skills courses, as defined in C.R.S. 23-1-113(1.5). Noncredit-bearing SAI will not be eligible for COF stipend payments from the state, pursuant to the C.R.S. 23-1-113.3.~~

~~32.068 Supplemental Academic Instruction Evaluation means an institution-specific secondary evaluation used to ensure accurate placement of students into remedial education, a credit-bearing course(s) with SAI support or a credit-bearing course(s) without SAI support, following the national/primary assessment.~~

### **34.00 Statutory Authority**

~~C.R.S. §23-1-113(1.5) grants the Commission the authority to authorize a state supported institution of higher education to provide Supplemental Academic Instruction (SAI; as defined in sections 2.06 & 2.07) even though the institution is not authorized to provide basic skills courses pursuant to the C.R.S. section §23-1-113.3. Pursuant to §23-18-102, C.R.S., An authorized institution may receive Colorado Opportunity Fund (COF) stipend payments from the state pursuant to C.R.S. 23-18-202 on behalf of an eligible undergraduate student, as defined in C.R.S. 23-18-102(5), who is enrolled in credit-bearing SAI that accompanies a college-level course. C.R.S. 23-1-113.3 allows Adams State University and Colorado Mesa University, any local community college, and any community college governed by the State Board for Community Colleges and Occupational Education to offer basic skills courses and receive stipend payments from the state on behalf of eligible undergraduate students enrolled in basic skills courses.~~

~~C.R.S. 23-1-113.3 charges the Commission with creating placement procedures for English and mathematics. The Commission does not have authority for other courses. Those placement procedures are determined by the institution.~~

### **4.00 Goals**

~~The goals of the Commission's authorization of a state institution of higher education~~

~~(institution) to provide Supplemental Academic Instruction (SAI; as defined in sections 2.06 & 2.07) include:~~

~~4.01 Establishing clear guidelines for institutions to gain authorization to provide SAI;~~

~~4.02 Establishing a common set of standards for establishing SAI in Colorado;~~

~~4.03 Establishing parameters for institutions to administer SAI;~~

~~4.04 Aligning SAI procedures with the Commission's Admission Standards and Remedial Education Policies and the Graduation Guidelines established by the Colorado Department of Education;~~

~~4.05 Providing empirical evidence concerning the implementation and outcomes of SAI across the state of Colorado; and~~

~~4.06 Developing awareness and establish best practices for SAI.~~

## **5.00 Roles and Responsibilities**

5.01 Institutions of Higher Education ~~(institution)~~ shall:

5.01.01 Utilize approved national/primary assessments test scores authorized by the Commission ~~(as defined in section 2.04)~~, to determine if a student is college ready (as defined by Commission Policy I, E: Statewide~~the~~ Remedial Education Policy);

5.01.02 Select an secondary SAI evaluation of basic skills assessment ~~(as defined in section 2.08)~~ and/or a course placement review in ~~reading, writing (English/Communications) and/or mathematics~~ ~~to use to place students in remedial education, credit bearing course(s) with SAI support or credit bearing course(s) without SAI support;~~

5.01.03 Inform students about the learning outcomes associated with SAI completion ~~and .~~ ~~Advise the student about appropriate~~ SAI options ~~(as defined in sections 2.06 & 2.07)~~ based on her/his SAI evaluation, prior to first semester registration ~~into remedial education, credit bearing course(s) with SAI support or credit bearing course(s) without SAI support;~~

5.01.04 ~~Require that~~ The students placed into SAI ~~must complete her/his~~ credit bearing English and mathematics with SAI support requirements "by the time the student completes thirty college-level credit hours" within her/his first 30 semester hours [§23-1-113(1.5)(c), C.R.S.] at the institution;

5.01.05 Flag and report each SAI course and student enrolled in SAI courses/options ~~(as defined in sections 2.06 & 2.07)~~ in the Sstudent Course Enrollment

File submitted to the SURDS database; and

5.01.06 Submit a request for SAI ~~(as defined in section 2.06 & 2.07)~~ authorization proposal to the ~~Department~~Commission with criteria determined by the Colorado Department of Higher Education (Department) for Commission approval prior to offering or piloting SAI. The request for authorization ~~that may~~ shall include (but ~~is~~are not limited to) detailed information about:

- a) Secondary SAI evaluation of basic skills assessment ~~(as defined in section 2.08)~~ and/or course placement reviews in ~~reading, writing (English/Communications)~~ English and/or mathematics, including definition of limited academic deficiency, cut scores and other benchmarks/measurements of student preparation level for placement into SAI;
- b) Process for advising students about appropriate SAI based on their SAI evaluations prior to first semester registration, and the requirement that students placed into SAI complete their credit bearing English and mathematics courses by the time the student completes 30 college-level credit hours~~Interventions and processes for SAI students~~;
- c) Communication plan between SAI ~~faculty~~ and ~~entry level credit bearing~~co-requisite course faculty for shared understanding of student outcomes and success;
- d) SAI staffing and support, including accountability for curricular oversight~~institution SAI liaison to the department~~;
- e) Demonstration of how SAI content descriptions and co-requisite course learning outcomes are aligned with the corresponding gtPathways course learning outcomes~~description(s)~~; and
- f) SAI assessment plan with benchmarks/measurements of student success.

5.02 ~~The~~ Governing Boards ~~of each Institution of Higher Education,~~ of institutions ~~who that~~ have been authorized by the Commission to offer SAI ~~(as defined in section 2.06 & 2.07)~~, shall:

5.02.01 Adopt policies and procedures that ensure that each matriculated undergraduate student that enters the institution with a primary assessment score below the state defined college entry level (as defined in Commission Policy I, E: Statewide~~the~~ Remedial Education Policy) completes or has completed basic skills assessment and/or course placement reviews in ~~reading, writing (English/Communications)~~ English and/or mathematics; and

5.02.02 Adopt policies and procedures regarding the implementation of SAI.

5.03 The Commission shall:



5.03.01 Adopt ~~standards and procedures~~ a policy whereby Colorado state institutions of higher education may offer SAI ~~[§23-1-113(1.5)(a)(I)] (as defined in sections 2.06 & 2.07) to a matriculated undergraduate student that enters her/his institution with a primary assessment (as defined in section 2.04) score below the state defined college entry level (as defined in the Remedial Education Policy) and who has taken an SAI evaluation of basic skills assessment (as defined in section 2.08) and/or course placement reviews in reading, writing (English/Communications) and/or mathematics;~~

~~5.03.02 Implement standards and procedures whereby state institutions of higher education may offer SAI;~~

5.03.0~~2~~<sup>3</sup> Review and determine authorization of state institutions of higher education to provide SAI and receive COF stipend payments ~~from the state;~~

5.03.0~~3~~<sup>4</sup> Monitor the effectiveness of SAI on student academic performance and related outcomes. The Commission may ~~recommend~~ require an institution to ~~revised its SAI plan if three consecutive years of data shows the institution is~~ SAI programs are unsuccessful at improving student outcomes in English and mathematics ~~courses; and~~

~~5.03.05 Authorize for three year periods, after which the Commission will evaluate and may reauthorize.~~

5.04 The Department shall:

5.04.01 In its "Legislative Report on Remedial Education," ~~Compile and~~ transmit annually to the education committees of the Senate and the House of Representatives, or any successor committees, the Joint Budget Committee, the Commission, ~~and~~ the Department of Education [§23-1-113.3(4)(a), C.R.S.] and to each school district and to public high schools within each district [§23-1-113.3(4)(b), C.R.S.] an analysis of the data regarding SAI ~~(as defined in sections 2.06 & 2.07);~~

~~5.04.02 Report the information specified in C.R.S. 23-5-127 (3) and (4) on an unit-record basis (data collection will begin in summer 2013);~~

5.04.0~~2~~<sup>4</sup> Publish institutions' SAI program information and ensure that each student identified as needing SAI receives written notification identifying which state institutions offer SAI, the approximate cost, and relative availability of SAI, including any on-line courses [§23-1-113(1.5)(c), C.R.S.]; and

5.04.0~~3~~<sup>5</sup> Share SAI best practices with institutions and provide a forum for inter-institutional assistance and collaboration.

Appendix B: (track changes accepted)

Proposed Revisions to CCHE Policy I, V: Policy and Procedures for Authorization of A State Institution of Higher Education to Provide Supplemental Academic Instruction

SECTION I

PART W SUPPLEMENTAL ACADEMIC INSTRUCTION

**1.00 Introduction**

Pursuant to §23-1-113(1.5), C.R.S., the Commission may authorize a state institution of higher education to provide Supplemental Academic Instruction (SAI) to students with limited academic deficiencies and to receive Colorado Opportunity Fund (COF) stipend payments even though the institution is not authorized to provide basic skills courses. Institutions use the cut scores on national assessments, agreed to in Commission Policy I, E: Statewide Remedial Education Policy, to determine if a student is ready for college-level, credit-bearing coursework in English and mathematics. Prior to HB12-1155 being enacted into law, a student admitted into a four-year institution who scored below these cut scores was typically required to enroll in a community college for non-credit-bearing remedial (basic skills) coursework. SAI, however, allows many of these students to stay at their home institution and enroll directly into credit-bearing English and mathematics general education coursework offered co-requisitely with SAI, thus enabling them to finish college faster and with fewer obstacles. Furthermore, the credit-bearing English and mathematics courses taught co-requisitely with SAI are required to be gtPathways approved, thus ensuring transferability. Authorized SAI offered for credit is eligible to receive Colorado Opportunity Fund (COF) stipend payments, pursuant to. §23-1-113(1.5)(a)(II), C.R.S.

**2.00 Goals**

The goals of the Commission's Supplemental Academic Instruction policy include:

- 2.01 Establishing clear guidelines for institutions to gain authorization to provide SAI;
- 2.02 Aligning SAI procedures with the Commission's Admission Standards and Remedial Education Policies and the Graduation Guidelines established by the State Board of Education;
- 2.03 Requiring outcomes-based data and analysis of SAI effectiveness at each authorized institution; and
- 2.04 Developing awareness and establishing best practices for SAI.

**3.00 Definitions**

- 3.01 **"Basic skills courses** means courses that are prerequisites to the level of work

expected at a postsecondary institution and include academic skills courses and preparatory courses” [§23-1-113(11)(b), C.R.S.]. Historically, these courses were referred to as “remedial courses” and are now commonly referred to as “developmental education courses.” These courses are also numbered lower than 100 or 1000 (e.g., 092 or 094).

**3.02 Limited academic deficiency** refers to the English and/or mathematics skills levels of a student who has been admitted to an institution, but has failed to meet the minimum threshold placement score for college-level coursework as determined by Commission Policy I, E: Statewide Remedial Education Policy. The range of placement scores that define limited academic deficiency may differ according to each institution’s statutory role and mission.

**3.03 “National assessment test scores** include, but are not limited to, ACT and SAT test scores” [§23-1-113.2(11)(c), C.R.S.]. For the purpose of this SAI policy, institutions shall choose a primary assessment from the list of national assessment tests in Commission Policy I, E: Statewide Remedial Education Policy.

**3.04 “Supplemental Academic Instruction** means co-requisite instruction in writing [English] or mathematics for students with limited academic deficiencies who are placed into college-level course work [numbered 100 or 1000 or higher] that is approved for statewide transfer [i.e., gtPathways] pursuant to section 23-1-125(3). ‘Supplemental academic instruction’ does not include prerequisite basic skills courses” [§23-1-113(11)(e), C.R.S.]. SAI courses may be credit-bearing and eligible to receive Colorado Opportunity Fund (COF) stipend payments, pursuant to §23-1-113(1.5)(a)(II), C.R.S., or noncredit-bearing, in which case, shall not be eligible for COF stipend payments, pursuant to §23-18-102(11) and §23-18-201(1), C.R.S. Institutions shall determine if SAI credits will be applied to degree requirements.

**3.06 Supplemental Academic Instruction Evaluation** means an institution-specific secondary evaluation used to ensure accurate placement of students into SAI, following the national/primary assessment.

#### **4.00 Statutory Authority**

C.R.S. §23-1-113(1.5) grants the Commission the authority to authorize a state supported institution of higher education to provide Supplemental Academic Instruction even though the institution is not authorized to provide basic skills courses pursuant to C.R.S. §23-1-113.3. Pursuant to §23-18-102, C.R.S., an authorized institution may receive Colorado Opportunity Fund (COF) stipend payments on behalf of an eligible undergraduate student, who is enrolled in credit-bearing SAI.

#### **5.00 Roles and Responsibilities**

5.01 Institutions of Higher Education shall:

- 5.01.01 Utilize approved national/primary assessments test scores authorized by the Commission to determine if a student is college ready (as defined by Commission Policy I, E: Statewide Remedial Education Policy);
- 5.01.02 Select a secondary SAI evaluation of basic skills assessment and/or a course placement review in English and/or mathematics to place students in SAI;
- 5.01.03 Inform students about the learning outcomes associated with SAI completion and advise the student about appropriate options based on her/his SAI evaluation, prior to first semester registration;
- 5.01.04 Require that students placed into SAI complete their SAI requirements “by the time the student completes thirty college-level credit hours” [§23-1-113(1.5)(c), C.R.S.];
- 5.01.05 Flag and report each SAI course and student enrolled in SAI courses/options in the Student Course Enrollment File submitted to the SURDS database; and
- 5.01.06 Submit a request for SAI authorization proposal to the Department for Commission approval prior to offering or piloting SAI. The request for authorization shall include (but is not limited to) detailed information about:
  - a) Secondary SAI evaluation of basic skills assessment and/or course placement reviews in English and/or mathematics, including definition of limited academic deficiency, cut scores and other benchmarks/measurements of student preparation level for placement into SAI;
  - b) Process for advising students about appropriate SAI based on their SAI evaluations prior to first semester registration, and the requirement that students placed into SAI complete their credit bearing English and mathematics courses by the time the student completes 30 college-level credit hours;
  - c) Communication plan between SAI and co-requisite course faculty for shared understanding of student outcomes and success;
  - d) SAI staffing and support, including accountability for curricular oversight;
  - e) Demonstration of how SAI and co-requisite course learning outcomes are aligned with the corresponding pathways course learning outcomes; and
  - f) SAI assessment plan with benchmarks/measurements of student success.

5.02 Governing Boards of institutions that have been authorized by the Commission to offer SAI, shall:

5.02.01 Adopt policies and procedures that ensure that each matriculated undergraduate student that enters the institution with a primary assessment score below the state defined college entry level (as defined in Commission Policy I, E: Statewide Remedial Education Policy) completes or has completed basic skills assessment and/or course placement reviews in English and/or mathematics; and

5.02.02 Adopt policies and procedures regarding the implementation of SAI.

5.03 The Commission shall:

5.03.01 Adopt a policy whereby Colorado state institutions of higher education may offer SAI [§23-1-113(1.5)(a)(I)];

5.03.02 Review and determine authorization of state institutions of higher education to provide SAI and receive COF stipend payments;

5.03.03 Monitor the effectiveness of SAI on student academic performance and related outcomes. The Commission may require an institution to revise its SAI plan if three consecutive years of data shows the institution is unsuccessful at improving student outcomes in English and mathematics.

5.04 The Department shall:

5.04.01 In its “Legislative Report on Remedial Education,” transmit annually to the education committees of the Senate and the House of Representatives, or any successor committees, the Joint Budget Committee, the Commission, the Department of Education [§23-1-113.3(4)(a), C.R.S.] and to each school district and to public high schools within each district [§23-1-113.3(4)(b), C.R.S.] an analysis of the data regarding SAI;

5.04.02 Publish institutions’ SAI program information and ensure that each student identified as needing SAI receives written notification identifying which state institutions offer SAI, the approximate cost, and relative availability of SAI, including any on-line courses [§23-1-113(1.5)(c), C.R.S.]; and

5.04.03 Share SAI best practices with institutions and provide a forum for inter-institutional assistance and collaboration.